



# St. Martin de Porres School

Avondale Heights

## CHILD SAFETY POLICY

### RATIONALE

'The catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the catholic school.'

*(Congregation for Catholic Education (CCE) 1997, par. 9)*

The Catholic Education Commission Victoria (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic Education. The commitment is drawn from, and inherent to, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each person at the heart of the Gospel.

St. Martin de Porres Parish School fully supports the tenets of the above statements of the CCE and CECV and accepts its responsibility to embed a safe and nurturing culture and to ensure that policies and procedures demonstrate zero tolerance of child abuse and neglect in the school.

The term 'abuse' may be defined as improper and/or inappropriate behaviour, intentional or not, which causes harm to another. It can be physical, sexual, verbal, mental and/or emotional in nature.

The term 'neglect' may be defined as the failure of a person (e.g. parent, carer, teacher, doctor) or organisation (e.g. Kinder, school, hospital, DHS) to provide the supervisory, physical, medical, emotional and educational conditions necessary for a child's physical and emotional development and wellbeing.

The school's policies and procedures shall provide the foundation for and commitment to child safety by ensuring :

- all school staff comply with a code of conduct which addresses child safety. St. Martin de Porres School recognise and consider existing professional codes of conduct when developing child safety codes of conduct;
- recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes shall be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child-safe environment;
- policies and procedures for reporting and responding to suspected child abuse shall enable individuals to take the appropriate course of action to protect the safety of students;
- the development, implementation, monitoring and evaluation of risk management strategies to ensure child safety in the school environment.
- children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. St. Martin de Porres School will support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

### GOALS

- ✓ To create and maintain a child safe school environment.
- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.
- ✓ To ensure detailed implementation strategies are enacted related to organisation and leadership, policy, codes of conduct, screening of personnel, reporting processes, risk management and the promotion and empowerment of students which will thoroughly meet the the identified standards contained within Ministerial Order 870.

## **IMPLEMENTATION**

The following sets out the processes and strategies to be implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure St. Martin de Porres creates and maintains a child safe school environment.

### **Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements.**

- ◆ Principal and Leadership Team (Deputy Principal and Religious Education, Student Wellbeing and Curriculum leaders) are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture.
- ◆ St. Martin de Porres School's philosophy is contained within the school's vision, strategic intent and goal statements for Religious Education, Learning & Teaching, Student Wellbeing, Leadership and Management and School Community spheres. (See Attachment 1)
- ◆ Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook and Parent Handbook.

### **Standard 2 - a child safe policy or statement of commitment to child safety.**

- ◆ Pastoral Care policy includes a commitment to a culture of child safety and to zero tolerance in regard to bullying and harassment and Cyber bullying.
- ◆ Clear procedures to implement the statement of commitment to a culture of child safety, including all school environments and outside of school hours.
- ◆ Child Safe Policy was drafted from February through to July 2016 and was then formally ratified by the School Board on August 10<sup>th</sup> 2016.

### **Standard 3 - a code of conduct that establishes clear expectations for appropriate behaviour with children.**

- ◆ School has job descriptions for all school staff documented in the Staff Handbook, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- ◆ Archdiocesan 'Code of Conduct for the Caring of Children' applies contractually to the Out of School Hours Care facility (currently contracted to 'Kelly Kids') and its staff.
- ◆ Staff Codes of Conduct for all teaching and non-teaching staff adopted as Attachment 2 & 3 below.
- ◆ Parent Code of Conduct & Parent & Friends Code of Conduct developed and implemented since 2011. (See Attachment 4 & 5)
- ◆ All declarations required of parents as part of their enrolment contract in regard to conduct and behaviour will require up-dating every three years. To facilitate this, a copy of the full Declaration will be sent to all families annually and legal guardians will be required to indicate that they 'opt out' of agreement with the Declaration. No contact from legal guardians will assume full agreement. (Attach. 6)

### **Standard 4 - screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.**

- ◆ School has policies and procedures that apply to all staff involved in child-connected work in all school environments and outside of school hours. They include consideration of child safety for recruitment, induction, professional development and supervision of staff.
- ◆ All teaching staff are required to have the NCRC, all non teaching staff are required to have the WWCC and parent helpers / volunteers are also required to hold a WWCC.
- ◆ From 2017, all volunteers will be required to provide evidence of their suitability to be involved in 'child-connected' work at the school. This evidence is generally a working with children check (WWC Check); however, if a volunteer's occupation exempts them from the requirement to also have a WWC check e.g. police officers, teachers, they must provide evidence to support their claim to an exemption.
- ◆ From 2018, all volunteers will be required to complete a formal application and provide a referee check before being accepted as a 'Parent Helper' in a voluntary capacity. (See Attachment 7).
- ◆ In addition to a WWC Check St. Martin's school may also consider it necessary that a criminal record check is conducted. This may occur when possible offences are relevant to the duties of the volunteer, for example, dishonesty offences, which are not part of the WWC Check. The school will cover the cost of this additional criminal record check.

## **IMPLEMENTATION (cont.)**

### **Standard 5 - processes for responding to and reporting suspected child abuse.**

- ◆ There are procedures for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report. Procedure include the 'Protect – Four Critical Actions for Schools' and procedures are also found in the Pastoral Care Policy under 'Mandatory Reporting', (Attachment 8) and in the Staff Handbook on page 39 under, 'Mandatory Reporting' (Attachment 9).
- ◆ There are policies and procedures for reporting and responding to suspected child abuse (as above) that apply to all staff involved in child-connected work in all school environments and outside of school hours.
- ◆ Mandatory Reporting Policy is to be regularly revised & teaching staff undertake the on-line professional development module on an annual basis.
- ◆ The school will notify the Catholic Education Commission Victoria (CECV) within 30 days of any notifiable disclosure and the CECV will then notify the VRQA.

### **Standard 6 - strategies to identify and reduce or remove risks of child abuse.**

- ◆ Risk management strategies are developed & implemented regarding child safety in school activities via OHS audit procedures (risk assessments) within the Risk Management section of the OH&S Policy (Attachment 10) and environments (e.g. up-graded entrance security, 'gated security', ID badges).
- ◆ Risk management related to online school environments (including email and intranet systems), including (where applicable) child safety outside of school hours occurs via the school's 'Internet Policy' and Cyber bullying seminars for teachers, parents and students on an annual basis.
- ◆ Assistance and advice is sought via the Children's eSafe Commissioner's website related to Cyber Safety.
- ◆ Assistance and advice is sought via the Cyber bullying unit at Moonee Ponds Police Station related to Cyber Safety.
- ◆ Provision of on-site professional counselling for staff, students and their families - currently serviced by 'On-Psych Services'.
- ◆ Strict adherence by all school staff to the school's 'Mandatory Reporting Policy' and the related annual on-line training – noted for compliance annually in the Staff Handbook.

### **Standard 7 - strategies to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children, promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.**

- ◆ The school encourages the development of 'Student Voice' in each classroom at each year level. Students initiate the development of Classroom rules at the start of each year, students set their own personal goals to be met each Term and each student presents their achievements to their parents at Parent/Teacher interviews. Students are also encouraged to provide feedback to school staff to assist planning at all stages of the learning cycle.
- ◆ The school reinforces and promotes children's awareness of acceptable and unacceptable behaviour via classroom 'Circle Time', fortnightly School Assemblies and the reinforcement of all School and Classroom rules.
- ◆ The school supports students understanding of their rights and enable students to raise child safety concerns in all school environments and outside of school hours via email communication, classroom 'Circle Time' feedback and their Student Representative Council. All communication related to student safety at school will be handled with strict confidentiality. When the school receives information deemed a threat to a student's safety, school staff have mandatory reporting procedures they need to follow.
- ◆ Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in targeted social skilling groups and through Prep, Yr. 1/2, 3/4, and 5/6 Inquiry units.
- ◆ Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skilling and special indigenous education programs. Specific, needs based programs (e.g social skilling, Indigenous education, ERIK, Reading Recovery) occur 'at point of need' during the school day.

# School Vision Statement

*"St. Martin de Porres Parish School Community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition. We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet."*

## Strategic Intent 2016 - 2019

To embed personalised and contemporary learning practices consistently across the school, which reflect a deep pedagogical understanding.

### Sphere Goals

Religious Education	Learning & Teaching	Student Wellbeing	Leadership & Management	School Community
To engage students in the exploration of Catholic faith in the world today.	To build learning outcomes and engagement through meaningful and contemporary pedagogy.	To build a culture that develops critical, resilient and confident learners in a reciprocal partnership with parents and caregivers.	To develop and sustain a professional learning culture and a focus on continuous improvement.	To strengthen links between the school, parish and wider community to enhance the sense of belonging to our catholic community.

### Key Actions 2016 - 2019

To build staff capacity in the teaching of RE - Faith, Pedagogy, 'Student Voice'.	To embed principles of highly effective professional learning teams.	To embed social and emotional learning (SEL), in partnership with the community.	To embed staff feedback and appraisal procedures.	To involve parents in their children's learning and faith development.
To embed understanding of Catholic Social Teachings.	To build staff capacity in the teaching of all AusVELS / Victorian curriculum domains.	To embed 'Student Voice' throughout the learning cycle.	To establish a staff culture of working collaboratively as effective teams.	To develop a collective responsibility for whole school improvement.
	To establish a whole school learning and teaching cycle across all domains.		To clarify expectations, responsibilities and accountabilities & what high level performance looks like.	

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<b>Student Voice</b> - questioning; deep thinking; inquiring mind set;  <b>School based RE program</b>	<b>Expert teaching:</b> AITSL standards, WWW/EBI/FF, Learning Walks  <b>Effective teaming :</b> Level and whole school  <b>Pedagogy;</b> student data/voice; facilitated planning model;	<b>Student Voice</b> - questioning; deep thinking; inquiring mind set;  <b>Child Safety</b> - Implementation of Ministerial Order 870	<b>Expert teaching:</b> AITSL standards, WWW/EBI/FF, Learning Walks  <b>Effective teaming :</b> Level & whole school	<b>WWW/EBI/FF</b> students sharing goals/journals at PT Interviews;  <b>'parish based, school supported, family focussed' sacramental program</b> (continued from 2015)
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### Human Resourcing

<ul style="list-style-type: none"> <li>◆ Principal</li> <li>◆ Deputy Principal</li> <li>◆ RE Leader Faith &amp; Liturgy</li> <li>◆ RE Leader Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Wellbeing Leader</li> <li>◆ P - 2 &amp; 3 - 6 Literacy Leaders</li> <li>◆ P - 2 &amp; 3 - 6 Numeracy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>◆ 11 classroom teachers &amp; 9 specialist &amp; support teachers</li> <li>◆ 12 Admin. &amp; Education Support Officers</li> </ul>
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### Other Resourcing

<ul style="list-style-type: none"> <li>◆ Staff PD - March 2 (evening), 3 &amp; 4 at Hepburn Springs - Effective Teaming emphasis</li> <li>◆ 'Feedback Collective' Staff PD -Thurs. April 28</li> <li>◆ RE PD Day - Mon. August 8</li> <li>◆ Other staff PD in focus areas during PLT times</li> </ul>	<ul style="list-style-type: none"> <li>◆ Curriculum budgets for each learning &amp; activity area</li> <li>◆ CEM Advisors in RE, L &amp; T, S.W. &amp; Leadership</li> <li>◆ Child Safe Policy PD - Oct. 3</li> </ul>
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# Victorian Teaching Profession Code of Conduct

## SECTION 1: PROFESSIONAL CONDUCT

Teachers' professional conduct is characterised by the quality of the relationships they have with their students, their students' parents (guardians and caregivers), families and communities and their colleagues.

### RELATIONSHIPS WITH STUDENTS

#### PRINCIPLE 1.1: TEACHERS PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO LEARN

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by :

- knowing their students well, respecting their individual differences and catering for their individual abilities
- maintaining a safe and challenging learning environment
- accepting professional responsibility for the provision of quality teaching
- having high expectations of every student, recognising and developing each student's abilities, skills and talents considering all viewpoints fairly
- communicating well and appropriately with their students.

#### PRINCIPLE 1.2: TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY

Teachers :

- work to create an environment which promotes mutual respect;
- model and engage in respectful and impartial language;
- protect students from intimidation, embarrassment, humiliation or harm;
- enhance student autonomy and sense of self worth and encourage students to develop and reflect on their own values;
- respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is :
  - if a legal guardian has consented to the information being used in a certain way;
  - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student);
  - as part of an investigation into unlawful activity if the disclosure is required or mandated by law;
  - to prevent a crime or enforce the law;
  - refrain from discussing students' personal problems in situations where the information will not be treated confidentially;
  - use consequences commensurate with the offence when disciplining students.

#### PRINCIPLE 1.3: TEACHERS WORK WITHIN THE LIMITS OF THEIR PROFESSIONAL EXPERTISE

In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise.

Teachers :

- seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities;
- are aware of the role of other professionals and agencies and when students should be referred to them for assistance;
- are truthful when making statements about their qualifications and competencies.

#### PRINCIPLE 1.4: TEACHERS MAINTAIN OBJECTIVITY IN THEIR RELATIONSHIPS WITH STUDENTS

In their professional role, teachers do not behave as a friend or a parent.

They :

- interact with students without displaying bias or preference;
- make decisions in students' best interests;
- do not draw students into their personal agendas;
- do not seek recognition at the expense of professional objectivity and goals.

**PRINCIPLE 1.5: TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT**

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- has a sexual relationship with a student;
- uses sexual innuendo or inappropriate language and/or material with students;
- touches a student without a valid reason;
- holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context;
- accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- attends parties or socialises with students;
- invites a student or students back to their home, particularly if no-one else is present.

**RELATIONSHIPS WITH PARENTS (GUARDIANS, CAREGIVERS), FAMILIES AND COMMUNITIES**

**PRINCIPLE 1.6: TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)**

Teachers should be respectful of and courteous to parents.

Teachers :

- consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student;
- communicate and consult with parents in a timely, understandable and sensitive manner;
- take appropriate action when responding to parental concerns.

**PRINCIPLE 1.7: TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS' FAMILIES AND COMMUNITIES**

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within these contexts.

**RELATIONSHIPS WITH COLLEAGUES**

**PRINCIPLE 1.8: COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS**

Teachers demonstrate collegiality by :

- treating each other with courtesy and respect;
- valuing the input of their colleagues;
- using appropriate forums for constructive debate on professional matters;
- sharing expertise and knowledge in a variety of collaborative contexts;
- respecting different approaches to teaching;
- providing support for each other, particularly those new to the profession;
- sharing information relating to the wellbeing of students.

**SECTION 2: PERSONAL CONDUCT**

**PRINCIPLE 2.1: THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE**

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will :

- be positive role models at school and in the community;
- respect the rule of law and provide a positive example in the performance of civil obligations;
- not exploit their position for personal or financial gain;
- ensure that their personal or financial interests do not interfere with the performance of their duties;
- act with discretion and maintain confidentiality when discussing workplace issues.

## **SECTION 3: PROFESSIONAL COMPETENCE**

**PRINCIPLE 3.1: TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE**

Teachers :

- are knowledgeable in their areas of expertise;
- are committed to pursuing their own professional learning;
- are committed to enhancing child safety and to the implementation of the child safety standards;
- complete their duties in a responsible, thorough and timely way.

**PRINCIPLE 3.2: TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO :**

- discrimination, harassment and vilification;
- negligence;
- mandatory reporting;
- privacy;
- occupational health and safety;
- teacher registration.

# Australian Professional Standards for Teachers

## PROFESSIONAL KNOWLEDGE

### 1. Know learners and how they learn

#### 1.1 Physical, social and intellectual development and characteristics of learners

Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.

#### 1.2 Understand how learners learn

Structure teaching programs using research and collegial advice about learning.

#### 1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds

Design and implement teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.

#### 1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.

#### 1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.

#### 1.6 Strategies to support full participation of learners with disability

Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.

### 2. Know the content and how to teach it

#### 2.1 Content and teaching strategies of the teaching area(s)

Apply knowledge of the content and teaching strategies of the teaching area(s) to develop engaging teaching activities.

#### 2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

#### 2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

#### 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

#### 2.5 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.

#### 2.6 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

## Professional practice

### 3. Plan for and implement effective teaching and learning

#### 3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all learners.

#### 3.2 Plan, structure and sequence learning programs

Plan and implement well structured learning and teaching programs or sequences that engage learners and promote learning.

#### 3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

#### 3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage learners in their learning.

#### 3.5 Use effective communication (with learners)

Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.

#### 3.6 Evaluate and improve teaching programs

Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.

#### 3.7 Engage parents/carers in educative process

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.



## **4. Create and maintain supportive and safe learning environments**

### **4.1 Support participation of learners**

Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.

### **4.2 Manage learning and teaching activities**

Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.

### **4.3 Manage challenging behaviour**

Manage challenging behaviour by establishing and negotiating clear expectations with learners and address discipline issues promptly, fairly and respectfully.

### **4.4 Maintain safety of learners**

Ensure the wellbeing and safety of learners within the learning environment by implementing all curriculum and legislative requirements, including the National Criminal Record Check, Mandatory Reporting, Ministerial Order 870, Anaphylaxis training.

### **4.5 Use ICT safely, responsibly and ethically**

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching, including the employment of effective supervision of students when they are using the internet.

## **5. Assess, provide feedback and report on learning**

### **5.1 Assess learning**

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.

### **5.2 Provide feedback to learners about their learning**

Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.

### **5.3 Make consistent and comparable judgements**

Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.

### **5.4 Interpret data from learners**

Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.

### **5.5 Report on achievement of learners**

Report clearly, accurately and respectfully to learners and parents/carers about achievement, making use of accurate and reliable records.

## **PROFESSIONAL ENGAGEMENT**

## **6. Engage in professional learning**

### **6.1 Identify and plan professional learning needs**

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

### **6.2 Engage in professional learning and improve practice**

Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.

### **6.3 Engage with colleagues and improve practice**

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

### **6.4 Apply professional learning and improve learning (of learners)**

Undertake professional learning programs designed to address identified needs of learners.

## **7. Engage professionally with colleagues, parents/carers and the community**

### **7.1 Meet professional ethics and responsibilities**

Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.

### **7.2 Comply with legislative, administrative and organisational requirements**

Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes.

### **7.3 Engage with parents/carers**

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

### **7.4 Engage with professional teaching networks and broader communities**

Participate in professional and community networks and forums to broaden knowledge and improve practice.

## PARENT CODE OF CONDUCT

### RATIONALE

'The Holy See's Teaching on Catholic Schools' (2006) identifies elements or principles which form the identity of a Catholic school :

1. Its purpose framed within a vision which is centred and founded on Jesus Christ;
2. The formation of boys and girls as good citizens of the world, loving God, neighbour and self;
3. The Christian concept of the human person as having the dignity of a child of God - to be fully developed and perfected as a human person with Christ as *the* Teacher;
4. Its role in and as parish and church - formed for educational, social and faith formation of its community;
5. Collaboration, cooperation and participation of Parish Priest, Principal, school staff, students and parents in bringing together faith, culture and life; inspire love for wisdom and passion for truth; to engender commitment, mutual respect, trust, dialogue and transparency;
6. The christian leadership and commitment of school staff.

These elements or principles are reflected in the Vision of St. Martin de Porres school : "St. Martin de Porres comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ."

As Jesus welcomed all peoples to his family, so parents enrolling their children at St. Martin de Porres parish school, sign up to the obligations of now being members of a Catholic school community that welcomes all to its family. They are expected, as the prime educators of their children, to conduct themselves in an exemplary manner. When interacting with staff, students and other parents and carers in the school and wider community, they are role models for new members to the school community and the prime role model for their children and other children in the school community. Such behaviour is to be based on the christian principles outlined above and also informed by the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

### GENERAL GOALS

Consistent with the overall goals of the Pastoral Care Policy, this Code of Conduct and Grievance Procedure aims to:

- ◆ identify parental actions / strategies which will give expression to the relationships of faith, care and support which characterise the school's vision, mission and practice;
- ◆ provide a framework within which parents as school community members can interact in a most positive way;
- ◆ enhance the stability and continuity of parent, teacher and student interactions;
- ◆ provide a clear basis for the development and implementation of related school policies, particularly the 'Dealing with Complaints and Concerns' policy and the Parents and Friends Association Constitution concerning general 'Code of Conduct' and 'Code of Conduct at Meetings';
- ◆ reflect State and Federal legislation;
- ◆ have a formative influence upon the school community.

## IMPLEMENTATION

### General Conduct

In supporting and enhancing the Vision and Catholic identity of St. Martin de Porres school, parents, guardians, care givers and school staff will ensure they :

1. read, know, understand and actively support the school's vision statement;
2. read, know, understand and actively support the rationale, goals and implementation strategies of all school policy statements, including all guidelines set down in the 'Parent Handbook' and the 'Dealing with Complaints and Concerns' guidelines and Parent & Staff Grievance Procedures;
3. read, know, understand and actively support Section 11 of the Parents and Friends Association Constitution concerning general 'Code of Conduct' and 'Code of Conduct at Meetings';
4. respect and uphold the equal rights and freedoms of all peoples in the school community, including the right to :
  - a) *love, happiness and understanding,*
  - b) *justice, tolerance and peace,*
  - c) *dignity and self worth,*
  - d) *freedom from race, colour, sexual, language, religious, political, or ethnic discrimination or exclusion,*
  - e) *freedom from physical or mental violence, injury or abuse or maltreatment,*
  - f) *privacy,*
  - g) *respect for reputation and honour,*
  - h) *feel and be safe and secure.*
5. use respectful, encouraging and acceptable language at all times, particularly to students;
6. give encouraging and constructive feedback at all times, particularly to students;
7. develop positive relationships with school staff, parents/guardians and carers based on mutual trust, honesty and respect;
8. reserve judgement on any issue until the truth is known;
9. follow specified due process procedures in regard to all matters of concern;
10. refrain from public, negative criticism or threat to children or adults, whether it be in writing, via email or social networking sites, or verbally face -to- face or via a third person;
11. refrain from participating in negative criticism which disrespects the school or any of its community members, whether it be in writing, via email or social networking sites, or verbally face -to- face or via a third person;
12. have the courage to defend the school or its members from unwarranted criticism;
13. have the courage to report inappropriate parent, guardian or carer behaviour to the School Principal or Parish Priest in a timely manner;
14. accept the judgment and action of the Parish Priest, Principal or school staff on any issue;
15. understand and accept that there are serious consequences for parents, guardians or carers who do not comply with any of the above.

### Dealing with Misconduct

#### Basic Assumptions

- ◆ All dealings related to misconduct will be handled with due diligence and in strictest confidence, following principles of natural justice.
- ◆ Strongly corroborated, definitive evidence will be necessary before any action can be taken related to alleged misconduct.
- ◆ The accused will be considered innocent until proven otherwise.
- ◆ Actions taken by the school authority will attempt reconciliation and restoration of relationships between the identified parents, guardians, carers, students and/or staff.
- ◆ The actions taken by the school authority will be considered final by all parties.
- ◆ The 'school authority' means the Principal, Deputy Principal, other person in Executive Authority or Parish Priest.
- ◆ Termination of enrolment under Procedure 6(i) can only occur at the direction of the Parish Priest.

## **Serious Misconduct**

Serious misconduct is defined as behaviours which significantly damage the relationship between any members of the school community, be they a parent, guardian, carer, student, school staff member or parishioner of St. Martin de Porres. Misconduct is also considered serious if it is repeated offensive conduct or if the person engaging in misconduct does not accept responsibility for their behaviour or refuses to make amends for the misconduct.

Examples of serious misconduct include :

- ◆ Wilful or wrongful damage of school or student property or theft of school or student property.
- ◆ Physical, verbal or written abuse or disrespectful, inappropriate language (including via email or social networking sites) of any kind to any member of the school or parish community.
- ◆ Repeated misconduct, whether it be the same type or different.
- ◆ Refusal to support and comply with school policy procedures or school authority directives contained below within Procedure 5 and 6 of this policy.

## **Procedure**

1. The school policy document 'Dealing with Complaints and Concerns', should be followed with regard to most issues.

2. Where concerns do not meet the criteria contained in the above and misconduct is alleged, a formal report of the incident needs to be made to the School Principal immediately and the reporter identified.

3. A detailed description of what occurred, when, where and who it involved will be ascertained and witness statements taken.

4. If there is a case to be answered, and as a matter of natural justice, the person accused of misconduct will be interviewed by the school authority to respond to the allegations.

5. If it is the judgment of the school authority that the accused has been found guilty, depending on the degree of misconduct, the authority will enact one or more of the following :

- a) cautioning the accused not to act in such a way again and provide feedback to the 'aggrieved';
- b) cautioning the accused and inform them of the sanctions to be implemented if misconduct is repeated;
- c) directing that a sincere apology be given to the 'aggrieved';
- d) directing that a sincere, written apology be given to the 'aggrieved';
- e) mediating a meeting of the parties to attempt reconciliation;
- f) directing that recompense be paid by the accused if property damage has occurred.

6. If it is the judgment of the school authority that the accused refuses to accept responsibility for their actions, repeats the same or other misconduct, or is found guilty of other serious misconduct, the authority will enact one or more of the following sanctions and shall notify the accused in writing of such actions :

- a) reporting the incident to police;
- b) reporting the incident to the Department of Health & Human Services;
- c) reporting the incident to the Occupational Health and Safety authority;
- d) restricting access to specific areas of the school property for the accused;
- e) restricting access to school staff for the accused;
- f) withdrawing all access to school staff for a specified period of time;
- g) withdrawing all access to school staff and to the school property for a specified period of time;
- h) withdrawing school enrolment for their child(ren) for a specified period of time;
- i) terminating school enrolment.

## P & F CODE OF CONDUCT

### 11.1 Preamble

The Parents and Friends Association (P & F) provides an open, welcoming and safe environment whereby school staff and parents/ guardians play a crucial role in the effective operation and contribution to social and fundraising activities for and with the school community.

The Code of Conduct is a document attached to the model constitution. It outlines the types of practice we require all adults to follow, as it is designed to ensure the inclusion of all members, outlining behavioural principles, expectations and ideals acceptable as a member of the Association for the effective conduct of meetings, and the development of positive relationships within the school community.

### 11.2 General Conduct

Members agree to :

- a. use respectful, encouraging and accepting language;**  
*(Unsubstantiated negative comments are not useful nor do they foster the sense of community we wish for our children's progress....)*
- b respect the rights of others as individuals;**  
*(Acceptance of each others strengths and weaknesses that stimulate healthy discussion....)*
- c. give encouraging and constructive feedback rather than negative criticism**  
*(Ask yourself if your comments will help resolve a situation – are you being fair and friendly to all....?)*
- d. refrain from public criticism of children and adults in the school community;**  
*(Respect the school community goal of striving to achieve a positive, solution focused environment, where we are proud of all our achievements and life learning along our children's journey....)*
- e. be inclusive of any parent or friend of St. Martin's who offers assistance.**  
*(Appreciate any help that is offered, no matter how many other helpers you have – be aware of how rejection makes someone feel & how it can mean someone may never offer to help again.....)*
- f. accept committee decisions made upon a majority.**

### 11.3 Conduct at Meetings

The regular Association meeting is an opportunity for community members to contribute to discussion on social and fundraising issues and to make decisions that will have a positive impact on the school community.

To ensure that this is carried out effectively, community members agree to :

- a. conduct activities in accordance with the Constitution of the Association;**
- b. participate in Association meetings and other community activities in a constructive manner and respect the views of others** *(every parent has a right to be heard and respected for contributing constructive discussion, every parent has a right to be heard without being dismissed or talked over);*
- c. acknowledge that the decisions taken and actions proposed at the Association meetings are representative of the majority of the school community** *(attendance of all parents is encouraged and welcomed at meetings);*
- d. adhere to the processes available to have issues addressed and decisions reviewed** *(the constitution states parents seek resolution with the disputing party firstly. If a solution between parents cannot be achieved the principal will mediate concerns and has the authority to make a final decision concerning school related incidents);*
- e. support the President, members of the Association Executive or Sub-committee of core members when they are required to make decisions on behalf of all parents in the school community;**
- f. use appropriate conduct when participating in meeting discussions and promote positive personal relationships among community members** *(inclusive of turn taking at meetings, respect of individuals' strengths and weaknesses and the differences that make our school a community. Please remembering that our support of the school and positive relationships within our school community assist in public perception of our school's reputation in our local community).*

#### **11.4 Suspension or Termination of Membership**

- a.** Any member of the Association may be removed from office or have their membership suspended or terminated at a specially convened meeting of Executive members, Parish Priest and Principal, if the member:-
  - i.** fails to comply with any of the provisions of this Constitution; or
  - ii.** is deemed to have breached the Code of Conduct.
- b.** At any such specially convened meeting, the member concerned shall be given a full and fair opportunity of presenting his/her case, and if the Association resolves to suspend or terminate his/her membership, it shall advise the member in writing within seven days.
- c.** The question of suspension for a specified period of time or complete termination of membership shall be determined by the majority vote of the special meeting.



# St. Martin de Porres School

Avondale Heights

## PARENT/GUARDIAN COMPLIANCE DECLARATION

Dated : May 2019

*The Victorian Qualifications and Regulations Authority requires a Parent Declaration to be signed by each legal guardian of each child to be enrolled at St. Martin de Porres Avondale Heights. It also requires the Child Safety section of the Declaration to be re-ratified by each family every three years.*

*To make this compliance manageable, families will be sent this full Declaration annually via email and School Newsletter for re-ratification. If any legal guardian disagrees with any part of the Declaration, they must contact the school and 'opt out' of compliance. Such a decision by a legal guardian may result in cessation of enrolment at St. Martin de Porres.*

*No contact by a legal guardian to 'opt out' will assume acceptance of all sections of the Declaration.*

*All policy statements noted below are available to examine either in the Parent Administrative Handbook or on the school's web-site.*

**I / We acknowledge that I / we understand and accept the terms and conditions of enrolment as set out below and understand that on-going enrolment at St. Martin de Porres School shall be dependent on our compliance with the following :**

- ✓ I / We have read, understand & agree to support all aspects of the school's Fee policy and to duly pay all school fees & levies set for my child(ren) & family in each and every year of enrolment at St. Martin de Porres parish school;
- ✓ I / We agree to support & maintain St. Martin de Porres parish, which established the school, by contributing the minimum recommended thanksgiving pledge on an annual basis;
- ✓ I / We have read, understand & agree to support the Vision, Mission and Learning & Teaching policy statements of St. Martin de Porres parish school;
- ✓ I / We have read, understand & agree to support all aspects of the Enrolment policy, Child Safe policy, Pastoral Care policy, 'Behaviour Management and Anti-Bullying' policy, 'Sexual Harassment' policy, 'Dealing with Disputes and Concerns' policy and 'Code of Conduct for Parents' policy;
- ✓ I / We have read, understand & agree to support all aspects of school curriculum policy, including the Homework policy, as it pertains to the roles & duties of parents;
- ✓ I / We have read, understand & agree to support all aspects of the school's Privacy policy & 'Standard Collection Notice' practices related to the school's collection & dissemination of our family & student information;
- ✓ I / We understand & agree that changes to various school policies will occur from time to time during the seven years of primary schooling and that I / we will continue to support & comply with these policy decisions & the changes contained therein;
- ✓ I / We will support our child(ren)'s participation in the religious life of the school (e.g. school liturgies, sacramental program & retreat programs);
- ✓ I / We will attend parent/teacher and information evenings which relate to my child(ren);
- ✓ In the event I have any concerns, I / We will raise them initially with the relevant teacher or the School Principal;
- ✓ I / We will treat all members of the school community with respect as befits a catholic primary school;
- ✓ If, in time of emergency, accident or serious illness, I / We cannot be contacted, I / We give permission for the Principal (or other school staff) to seek medical attention for my child as required (which may include transportation to the nearest hospital, medical centre or doctor by ambulance or private vehicle). I / We also understand that the signatories below are required to meet any costs incurred.



# St. Martin de Porres School

Avondale Heights

## VOLUNTEER APPLICATION

Dear Parent / Caregiver,

### RE : VOLUNTEER APPLICATION FORM

Thank you for your interest in becoming a volunteer with St. Martin de Porres School Avondale Heights. Our volunteers are integral to the school experience for our students and they provide an important link to the community. We welcome your inquiry about volunteering and hope you will find the experience rewarding.

### APPLICATION PROCESS

#### 1. Application form

The Child Safe Standards require schools to gather, verify and record a person's history of work involving children. The school takes child safety very seriously and for this reason, potential volunteers are required to list their entire work history, including any volunteer work, involving children.

If you would like to submit your interest for a volunteer role within St. Martin's, please complete the application form and return it to us.

#### 2. Referee Checks

Reference checks may be undertaken for potential volunteers to assess their suitability to work with children. The referee check may be a discussion between the school and the nominated referee for the purpose of addressing the person's suitability for volunteer work and for engaging in child-connected work.

#### 3. Pre-engagement Checks

All volunteers are required to apply for and pass a WWCC. If you do not already have a current WWCC, you will be required to obtain this prior to commencing volunteer work and present the WWCC card to the school as soon as practicable.

#### 4. Training / Induction

Volunteers are provided with training / induction as a supportive way of introducing them to the school. The process is an opportunity to communicate the school's expectations and procedures for all personnel working with children, volunteer or employee.

Yours sincerely,

Mark Williams  
Principal  
St Martin de Porres School  
Avondale Heights



# Volunteer Application Form

PERSONAL	TITLE	FIRST NAME(S)	LAST NAME	
	Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> <input type="checkbox"/> Other .....			
	ADDRESS		PHONE NUMBERS	
	..... .....		Home	
Suburb/Town :		Mobile		
State :                      Postcode :		Work		

EDUCATION	RELEVANT TRAINING or CERTIFICATION : E.g. Qualifications, First Aid training, computing or other skills

PREVIOUS CHILD-RELATED EMPLOYMENT	EMPLOYER'S NAME AND ADDRESS	POSITIONS / DUTIES	DATES	
			FROM	TO

(Note: You must list all previous employers. If more space is required, attach a separate sheet.)

VOLUNTEER WORK	ORGANISATION'S NAME AND ADDRESS	POSITIONS / DUTIES	DATES	
			FROM	TO

(Note: You must list all previous places of volunteer work where such work involved children.)

REFEREE	NAME	POSITION	SCHOOL / COMPANY	PHONE NUMBER

*Please identify at least one referee and provide them with the 'Referee Report for Volunteers' (attached) to complete and return to you as soon as possible.*

### APPLICANT DECLARATION

*Please read each statement and tick each checkbox to acknowledge your acceptance of each point below :*

I am applying for volunteer work with St. Martin de Porres School.

I agree to maintain the highest standards of confidentiality with respect to any information obtained during the course of my volunteer work.

I declare that the information contained in this application is true and correct.

I understand that referee and background checks may be undertaken by the school.

I understand that I will be required to undertake a short training / induction program prior to commencing volunteer work at St. Martin's.

Signature:

Date:

### Privacy Statement

Information provided by you in this form will help us to assess you as a valued volunteer of our school community. Any information may be checked by the school with any relevant authorities, previous employers, volunteer organisations and/or referees or sources.

The information provided will be treated in accordance with the *Privacy Act 1988* (Cth) and treated as confidential.

*N.B ~ Please return this form with the attached 'Referee Report' to the School Office. Thank you.*



# St. Martin de Porres School

Avondale Heights

## REFEREE REPORTS

### Referee Report for .....

This brief report should serve the purpose of addressing the suitability of the above applicant for engaging in volunteer, child-connected work at St. Martin de Porres School Avondale Heights.

The role of the volunteer is to, under the supervision of an appropriately qualified teacher, assist as 'parent helper' in designated school classrooms or on excursions at off-campus locations. The applicant may also assist on campus with duties and tasks which support the work of St. Martin de Porres' P & F Association.

#### Referee details

Name	Role	Organisation
.....	.....	.....

#### Background details

What is the nature of your relationship with the volunteer applicant?	
How long has the referee known the applicant?	
Has the referee previously worked with the applicant in either an employment or volunteer setting?	
Would the referee consider the applicant to be suitable for volunteering at the school in the above capacities?	
Is the referee aware of whether the applicant has previously worked with children?	
Has the referee directly observed the applicant's work with children?	
Does the referee have any concerns about the applicant working directly with children?	
Are there any additional comments the referee wishes to make in support of this application for voluntary work participation at St. Martin de Porres? ..... .....	
..... Signature of Referee	..... Date

#### School Declaration

Reviewer's name :	.....
Recommendation :	
The applicant <b>has / has not</b> satisfied the criteria for suitability as a volunteer. (Please circle appropriate response above)	
..... Reviewer's Signature	..... Date

(Evidence of Compliance - Excerpt from Staff Handbook)

### LEAVE ENTITLEMENTS (Cont.)

#### Maternity Leave :

14 weeks paid leave on confinement, unpaid leave until the child is of school age.

#### Trade Union Training Leave :

Paid leave for 1 day to a designated VIEU representative for the purpose of training, taken at a mutually agreed time.

N.B. ~ Leave of any type is unlikely to be granted at a time when a school event/activity has already been scheduled & has the carriage of responsibility of the person requesting leave. It is also highly advised that a staff member not book airfares, accommodation etc. without first having written permission for leave in order to use these services.

#### Leave with Pay :

An employee shall be entitled to leave with pay to attend *examinations* in course of study relevant to the employee's classification under the award or for the purpose of having an appropriate *degree/diploma or other approved qualification conferred*.

### MANDATORY REPORTING

As per government and legal regulations – where a registered teacher has a student directly or indirectly divulge that they have been physically or sexually abused or where a registered teacher ‘forms the opinion’ that a student under their duty of care has been physically and / or sexually abused, the teacher has a legal obligation to report this to the Department of Human Services (DHS) as soon as practicable after witnessing the statement or ‘forming such opinion’.

Non teaching staff, while not having a legal obligation if they experience the above, have an obligation to inform a teacher or member of the School Leadership Team of such an occurrence and should express their concerns and reasons for their judgment. After clarification, they should decide whether their concerns warrant formal reporting.

It is also mandatory for all teaching staff to complete the on-line refresher course on Mandatory Reporting on an annual basis.

### MENTORS

Beginning teachers and those staff new to St. Martin's should have a staff mentor.

### MOBILE PHONES

Personal mobile phones of staff should not be accessed during classroom teaching or meeting time. Staff will always be contacted via the school phone in case of an emergency. Students are responsible for their own phones, and must have written parental permission to have their mobile at school.

### NOTICES, LETTERS ETC

All notices, letters etc will be distributed to the classrooms via the classroom office box. These are to be collected from the school office at 3:15 p.m. each afternoon and distributed that day to parents.

**Every letter leaving the school must be typed and approved by the Principal.**

Each staff member has a pigeon hole adjacent to the Admin. Office into which is put all letters, notices and important information to staff. Please ensure your pigeon hole is checked every day.

Newsletters need to be distributed to the eldest in the family in each class on the Thursday or Friday they are due, usually on a fortnightly basis.

### OHS FOR STAFF

It is crucial that staff comply with all Occupational Health & Safety rules and laws.

While on a school sponsored activity, acting as a member of staff on-site or off-site, teachers and non-teachers must not :

- ◆ undertake, supervise or allow any activity to occur which has a significant element of risk ,unless all elements of the risk has been attended to the school's satisfaction;
- ◆ undertake, supervise or allow any specialised activity to occur that is outside of their qualification or experience unless all elements of risk has been attended to, to the school's satisfaction;
- ◆ climb above the 2 metre mark of any ladder or climbing equipment without having a safety harness correctly attached to themselves and an appropriate anchor point;
- ◆ walk holding heavy objects without the use of an up-right or flat bed trolley.

# Mandatory Reporting of Child Physical and Sexual Abuse

## RATIONALE

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (Vic.) for the protection of children from harm due to physical injury and sexual abuse. **School personnel mandated under this Act who, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical injury or sexual abuse, must report that belief and the grounds for it as soon as possible.**

This policy assists St. Martin's to comply with this requirement and fulfil its responsibilities regarding the welfare and protection of children at risk. This policy complements guidelines provided by the Department of Human Services (DHS) to all Victorian schools.

## DEFINITIONS

**Child.** For the purpose of the relevant parts of the Children, Youth and Families Act 2005 (Vic.), a child is any person 17 years of age or younger.

**Child FIRST.** The Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to family services.

**Child Protection.** The Victorian Government agency, provided by DHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

**Mandatory report.** A report made to Child Protection, by a person mandated under the Act, that is based on a reasonable belief that a child is in need of protection from physical injury that results from abuse or neglect or harm caused as a result of sexual abuse.

**Mandatory reporter.** Person(s) required under the Children, Youth and Families Act 2005 (Vic.) to make a report to the Child Protection if they believe a child is in need of protection from physical injury or sexual abuse. Mandatory reporters include registered school teachers or Principals and registered nurses. Students teachers on rounds at St. Martin's are also required to report abuse to their associate teacher, if they have formed a reasonable belief that child protection is warranted.

**Reasonable belief.** A reasonable belief that a child is in need of protection is more likely formed in circumstances where:

- a child states that they have been physically injured or sexually abused (self-disclosure);
- a child states that they know someone who has been physically injured or sexually abused (sometimes the child may be talking about him or herself);
- a relative, friend, acquaintance or sibling of the child states that the child has been physically injured or sexually abused;
- professional observations of the child's behaviour or development lead the mandated professional to form a belief that the child has been physically injured or sexually abused;
- signs of physical injury or sexual abuse lead to a belief that the child has been abused.

**School advisory group.** A committee consisting of the Principal and one or two key school personnel to discuss any concerns and observations in relation to child physical or sexual abuse recorded by a teacher and to offer support to the teacher concerned. A gender balance within the group is an important consideration.

## PROCEDURES

**1. Forming a belief** - A requirement of the Children, Youth and Families Act 2005 (Vic.) is that when a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable.

It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child's wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

If a mandatory reporter suspects that a child is in need of protection it is essential that he/she document any concerns and observations in a confidential file. This process of documentation may occur over a period of time.

Documents published by the DHS and the Department of Education and Early Childhood Development provides background information and guidance for professionals mandated to make a report. These resources have been prepared to:

- ensure that mandatory reporters are aware of their legal responsibilities to report child abuse and neglect to Child Protection;
- provide mandatory reporters with information on how to recognise and respond to child abuse;
- provide mandatory reporters with advice about sharing information with Child FIRST or Child Protection.

It is important that the recommended procedures are followed to support and protect the child at risk.

### **1.1 Discussing concerns**

It is recommended that the mandatory reporter's concerns and observations regarding the suspected physical injury or sexual abuse of a child are discussed with a School Advisory Group formed to support all involved in matters of this nature. The confidentiality of these discussions must be maintained.

A mandatory reporter may make a referral to Child FIRST or a report to Child Protection without the prior knowledge of the principal. However, it is good practice for the mandatory reporter to inform the principal of his/her action as soon as practicable.

## **2 Report to relevant agencies**

### **2.1 Department of Human Services Child Protection**

The mandatory reporter may form the belief that it is necessary to make a report to Child Protection. In this case, the teacher is required to make a report as soon as practicable.

The mandatory reporter may continue to suspect that a child is in need of protection. In this case, the mandatory reporter should continue to record any further observations made and make a report on each occasion where they form a belief, on reasonable grounds, that a child is or is likely to be at risk of physical or sexual abuse.

### **2.2 Contact with Child FIRST**

A registered school teacher or Principal in Victoria can seek advice from or make a referral to Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised. The teacher or principal should share relevant information with Child FIRST to help them complete their assessment of the referral. Contact should be made with the nearest Child FIRST office (see Appendix 2) for information and advice.

A mandated reporter may wish to keep their identity confidential when they make a referral to Child FIRST or a report to Child Protection, or when they share information with these agencies. A Child First or Child Protection worker cannot disclose the identity of the person making a referral or report without their consent. The publications listed in Appendix 1 provide advice on why it may be appropriate for a person making a referral or report to disclose their identity.

### **2.3 Allegations of misconduct against lay employees in Catholic schools and Catholic education offices**

If the alleged perpetrator is a staff member, principal or any other person employed by the school, contact should be made in the first instance with the Assistant Director, Religious Education and Pastoral Care, Catholic Education Office Melbourne. This action and all other procedures to be followed in this case are outlined in [CEOM Policy 2.20, Allegations of Misconduct Against Lay Employees in Catholic Schools and Catholic Education Offices](#).

## **3 Ongoing support**

The Principal has a role in seeking or offering appropriate pastoral support for the staff member making the report, for the student and student's family. The Principal's actions in this regard should be informed by the school's policies and procedures for ensuring the safety and wellbeing of students.

## (OH&S) RISK MANAGEMENT POLICY

St. Martin's school actively works towards meeting the safety needs of its community as effectively as it can. A systematic process of evaluation is in place to provide information on which to base plans for improvement, by reducing the risk factors for accidents. It is the intention of the school that involvement in such a process raises the level of consciousness and sensitivity of all involved to issues of workplace health and safety.

The risk management policy of the school requires:

- ◆ Annual Audit of the school; and
- ◆ Ad hoc audit by way of a Hazard Alert Register

### Annual Audit

An annual audit is conducted by the Principal and the Occupational Health and Safety Representative. This involves:

- ◆ collection of information to identify potential hazards
- ◆ analysis of potential risks
- ◆ prevention of future accidents through risk control
- ◆ audit of practices, equipment and facilities in the school.
- ◆ **Attachment No 3** sets out the areas that will comprise this **annual audit**

### Hazard Alert Register

In addition to the annual audit, St Martin's has instituted a process of identifying hazards and risks. This process involves keeping a school Hazard Alert Register (**Attachment No.4**) as a means of identifying and controlling hazards in St Martin's. This register contains:

- a. date
- b. description of hazard or near miss
- c. reported by
- d. reported to
- e. action taken

### Slips, Trips and Falls

To reduce the incidents of slip hazards in the general environment, St. Martin's school uses a checklist to identify slip hazards. See **Attachment No 5**.

St. Martin's school is aware that accidents happening to employees by slipping, tripping and falling are common accidents in schools and as such, all employees, as a matter of policy, need to take special care in moving around the school. Special attention is drawn to:

- ◆ stairs
- ◆ tripping
- ◆ wet floor/ground
- ◆ falls from chairs/tables
- ◆ falls from ladders
- ◆ falls over mats and ramps
- ◆ removal of balls from school building roofs

### Dangerous goods and equipment

St. Martin's school has put into place a system to manage dangerous goods and equipment with the objective of ensuring their use, storage and maintenance are safe and that all persons are aware of any potential safety risks involving the goods and equipment. **Attachment No 6** sets out the areas that are closely monitored by our school.

## **Electrical**

St. Martin's school conducts safety checks of all electrical equipment in the school. Our practices include as part of this policy:

- ◆ annual inspection of leads if mobile and 5 yearly if location is permanent. The inspection includes testing and tagging of equipment.
- ◆ safe use of double adaptors/ power boards
- ◆ power points and switches are securely fixed to the wall
- ◆ cracked and broken power plates to be replaced
- ◆ frayed or damaged leads to be replaced
- ◆ no temporary leads on floor

## **Environmental issues**

St. Martin's school has put into place a system to manage environmental issues with the objective of ensuring that environmental issues are safe and that all persons are aware of any potential safety risks involving environmental issues. **Attachment No 7** sets out the areas that are closely monitored by our school.

## **Fire, Explosion and Emergency management.**

The school has a separate policy on fire, explosion and emergency procedures and this policy covers evacuation procedures.

## **Health**

### **First Aid Policy**

The policy of St. Martin's school in respect to first aid is as follows:

- ◆ all staff required to provide first aid are to be trained and hold first aid qualifications
- ◆ that a first aid officer will be designated to be on duty during lunch breaks, recess etc.

### **AIDS / HIV Policy**

St. Martin's Primary School :

- ◆ provides students with education about AIDS/HIV and other sexually transmitted diseases within the context of a comprehensive health education
- ◆ protects students, employees and members of school communities from infection with AIDS/HIV through appropriate hygiene and safety practices
- ◆ ensures the right of continued access of students to a high quality and comprehensive education regardless of actual or imputed AIDS/HIV status
- ◆ provides appropriate education, school organisation and practices that will protect students from discrimination on the grounds of actual or imputed AIDS/HIV infection
- ◆ provides appropriate education, professional development and welfare oriented practices that will protect employees from discriminatory attitudes and practices on the grounds of actual or imputed AIDS/HIV infection
- ◆ provides a procedure for dealing with blood spills and communicates this procedure to all staff.

### **Hepatitis B Policy and Guidelines**

St. Martin's school is aware of the CECV Policy 1.11 in regard to Hepatitis B. In certain circumstances, which are defined in Guidelines adopted by the Catholic Education Commission of Victoria, the provision of immunisation against Hepatitis B shall be offered to employees by St Martin's.

### **Skin cancer prevention**

St. Martin's school protects staff and students from the harmful effects of the sun, especially at lunchtime, when sunshine is strongest. Employees and students are expected to wear a sun hat during outdoor activities. St Martin's provides sun cream for employees use during school hours.

### **Voice**

St. Martin's school is mindful of the risks to teachers of chronic dysphonia. There may be pain in the larynx together with huskiness. The Principal will keep a close check on teachers who report early problems with the method of voice production. When a case presents itself the Principal shall seek expert advice.



## **Bullying and Harassment**

St. Martin's school is aware of the risks to employees of workplace bullying. The school defines workplace bullying as repeated, inappropriate or unreasonable behaviour (physical, emotional, verbal) directed toward an employee or group of employees, that creates a risk to health and safety. The Principal provides information to staff on a regular basis to assist in:

- ◆ recognising bullying in the workplace
- ◆ the possible effects of bullying
- ◆ steps to take in elimination of such behaviour

## **Airborne contaminants (Asbestos) Regulations 1992**

St. Martin's school is mindful of the risks of asbestos. As such St. Martin's school keeps a record and results of inspections indicating the site and description of materials identified as possibly containing asbestos.

St. Martin's school holds a copy of the OHS (Asbestos) Regulations 1992. The Principal is aware of the responsibilities to assess and control any risk associated with asbestos in the school. Initially the Principal will determine, as far as is practicable, whether asbestos or asbestos containing materials are present in the school buildings, or in the contents of the buildings, and if necessary arrange for the control or removal of those materials.

## **Infectious waste removal**

St. Martin's school is mindful of the need to remove and clean up waste dropped by students, staff or parents during the school day.

Once reported to the school's administration, and dependent on the time of day, one of the school's designated Teacher Aide's shall use specifically supplied equipment to dry, remove and clean up any waste within the school's property. The school cleaner may need to complete this clean up after school hours.

Once the soiled area is cleaned, the equipment also needs to be thoroughly disinfected and stored appropriately.

Each occasion a Teacher Aide is required to complete the above cleanup, an allowance equivalent to one hour's pay, will be added to the employee's wages for that week or fortnight.

## **Smoke free workplaces**

St. Martin's school has a smoke free policy. Smoking is not permitted in the school grounds.

## **PHYSICAL HAZARDS**

### **Manual handling**

St. Martin's school complies with the Manual Handling Code of Practice which requires employers, in consultation with employees and health and safety representatives, to examine and assess manual handling tasks likely to be a risk to health and safety. The Principal is aware of the need to protect employees from the risk of musculoskeletal disorder (MSD). St. Martin de Porres Occupational Health and Safety Committee is responsible for the examination of the Manual Handling Code and for the manual handling training of employees. **Attachment 8** is used to identify and address manual handling risks in our school.

### **Noise guidelines**

St. Martin's school complies with its obligations as detailed in the Occupational Health and Safety (Noise) Regulations that describe the maximum allowable exposure to noise in a workplace.

### **Child Safety**

St. Martin's school complies with the OH&S Act and Standard 6 ("strategies to identify and reduce or remove risks of child abuse") of Ministerial Order 870 as contained within the school's Child Safe Policy by :

- ◆ ensuring an annual audit of school facilities is undertaken and capital equipment is regularly maintained, refurbished and replaced if deemed unsafe;
- ◆ ensuring processes in place and constantly monitored to ensure the school boundary and environment is kept secure for students and staff;
- ◆ ensuring all persons involved in school activities and are in contact with students, have been appropriately screened and educated to ensure all are cleared as competent and safe to be in contact with children.

## ACCIDENTS

### Collecting information about the accident

#### **Notification - Register of Injuries**

When an accident or an injury occurs in St Martin's, details are entered in the Register of Injuries. This is a requirement of the Accident Compensation Act. **Attachment No 9** is a copy of a Register of Injuries.

#### **Notice of serious injury**

St. Martin's school is aware of its obligations to immediately notify the Victorian WorkCover Authority (VWA) by telephoning 131360 in the event of:

- a. the death of any person
- b. the amputation of any limb or part of a limb of any person
- c. the loss or partial loss of the use of any part of a person's body
- d. the loss by any person of a bodily function
- e. any person being admitted as a patient to a hospital
- f. any person showing acute symptoms of exposure to any substances
- g. any other serious bodily injury

A written notification of the event (**Attachment No 10**) will also be sent to WorkCover within 48 hours of the incident. The incident notification form is to be sent to the nearest WorkCover office by facsimile as a written record of workplace deaths or serious injuries. St Martin's will keep a copy of this record for five years.

A copy of this notification will also be forwarded to the Director of Catholic Education Office

#### **Accident Investigation**

St. Martin's school has put a system in place for the reporting and recording of accidents.

The Principal will advise the OHS representative when an injury occurs and the OH&S representative in conjunction with the return to work co-ordinator will ensure that steps are taken to reduce the risk of further injury in the workplace by identifying and, as far as practicable, reducing the risk of subsequent injury of that kind. However, confidentiality for the injured employee will be maintained at all times.

Gathering this type of information is important and involves a whole range of people within our school. Accident data when combined with information from inspections, checklists, and interviews will provide valuable insights into health and safety within the school. Such information allows for making informed decisions as to what action can be taken to reduce risks or hazards.

#### **Managing Workcover claims**

A five step process of managing Workcover claims is found at **Attachment No. 11**.

# O. H. & S - Risk Analysis Worksheet

School Name: **St. Martin de Porres School, 158 Military Road Avondale Heights 3034**

Date :     /     / 2019

Site Name:           **As Above**           Permit to Work requirements: Yes .....No .....N/A .....

Contractor: ..... Approved by: .....

Activity / Incursion / Excursion / Camp : .....

.....

<b><u>Activity:</u></b>  List the tasks required to perform the activity in the sequence they are carried out (including for incursions, excursions & School Camps)	<b><u>Hazards:</u></b>  Against each task list the hazards that could cause injury when the task is performed	<b><u>Risk Control Measures:</u></b>  List the control measures required to eliminate or minimise the risk of injury arising from the identified hazard	<b><u>Who is responsible?</u></b>  Write the name of the person responsible (supervisor or above) to implement the control measure identified

**EVALUATION**